

**READING ALOUD AND DRILL METHODS AS AN EFFORT TO BOOST  
THE ABILITY TO SPEAK ARABIC  
FOR BEGINNER STUDENTS  
(Case Study Of Ma'had Abu Bakar Ash-Shidiq Academic Year 2017/ 2018)**



**Submitted as a Partial Fulfillment of the  
Requirements for Getting Bachelor Degree of  
Department of Islamic Education**

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**DEPARTMENT OF ISLAMIC EDUCATION  
FACULTY OF ISLAMIC STUDIES  
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**APPROVAL**

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**By:**

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**Muhammadiyah University of Surakarta**

**On Thursday, 19<sup>th</sup> November, 2018**

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## DECLARATION

Herewith, I declare that in this publication article, there is no such thing as plagiarism of previous literary work which has been raised to obtain bachelor degree, there are opinions or masterpieces which have been written or published by others, except those which are referred in the manuscript and metioned in the literary review and bibliography. Therefore, if it is proved that there are some untrue statements in this declaration, I will hold full responsibility.

Surakarta, 05<sup>th</sup> December 2018

The Researcher



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**Abstrak**

Ma'had Abu Bakar adalah salah satu lembaga pendidikan yang berada di bawah naungan Universitas Muhammadiyah Surakarta, jenjang yang ada pada instansi ini terbagi menjadi lima bagian diantaranya adalah : Ta'mhī 'di, mustawa 1, mustawa 2, mustawa 3, mustawa 4. Ta'mhī 'di merupakan jenjang paling dasar yang ada di Ma'had Abu Bakar Ash-Shidiq, pada jenjang ini rata-rata dari mahasiswi yang ada belum mempunyai basic berbahasa arab. Seluruh proses pembelajaran yang ada selurunya menggunakan bahasa arab akan tetapi berbeda dengan Ta'mhī 'di. Pada semester awal ada keringanan yang diberikan yaitu menggunakan bahasa indonesia. Kemudian setelah itu, mahasiswi Ta'mhī 'di diminta aktif seperti mahasiswi pada umumnya dalam berbahasa. Maka dari itu, upaya *mudarris* dalam meningkatkan kemampuan tersebut dengan mengaplikasikannya melalui proses pembelajaran yaitu menggunakan metode Reading Aloud dan Drill. Tujuan dari penelitian ini yaitu untuk mengetahui upaya yang dilakukan oleh *mudarris* dalam meningkatkan kemampuan berbahasa arab khususnya dalam berbicara dengan menggunakan metode Reading Aloud dan Drill dalam proses pembelajaran. Hal ini menjadi daya tarik tersendiri bagi penulis untuk melakukan penelitian karena dari banyaknya fakta yang terjadi dilapangan metode reading aloud hanya untuk meningkatkan kemampuan membaca saja. Oleh karena itu, penulis ingin menjadikan bahwa ini dapat menjadi rujukan dalam pengajaran pada khususnya dan dunia pendidikan pada umumnya. Penelitian ini merupakan penelitian lapangan, yang artinya proses penelitian dilaksanakan di lingkup mahasiswi Ta'mhī 'di Ma'had Abu Bakar Ash-Shidiq. Penelitian ini bersifat deskriptif kualitatif, dengan metode pengumpulan data melalui observasi, wawancara, dan dokumentasi. Kemudian dilakukan analisi data, sehingga data-data tersebut dapat ditarik kesimpulan dan di deskripsikan sesuai dengan sebagaimana adanya. Hasil penelitian ini adalah *pertama*, penggunaan metode Reading Aloud dan Drill merupakan metode yang efektif dalam meningkatkan kemampuan berbicara bagi mahasiswi Ta'mhī 'di. Proses penggunaan metode ini dengan membaca keras dan terus mengulang-ulang. *Kedua*, faktor yang mempengaruhi peningkatan kemampuan terdiri dari dua yaitu ; faktor internal dan eksternal. Kedua faktor tersebut banyak didapatkan di lingkungan kampus, teman sebaya dan kegiatan-kegiatan yang ada.

**Kata kunci:** kemampuan berbicara, bahasa arab, metode pembelajaran

**Abstract**

Ma'had Abu Bakar is one of the educational institutions under the auspices of the Muhammadiyah University of Surakarta, the levels in this institution are divided into five parts including: tamhidi, mustawa 1, mustawa 2, mustawa 3, mustawa 4. Tamhidi is the most the basis of which is in Ma'had Abu Bakar Ash-Shidiq, at this

level the average female student does not have an Arabic language base. The entire learning process with all of them uses Arabic but is different from tamhidi. In the first semester there was relief given, namely using Indonesian. Then after that, Tamhidi students were asked to be active as students in general in language. Therefore, the effort of mudarris in improving these abilities by applying them through the learning process is using the Reading Aloud and Drill method. The purpose of this study is to find out the efforts made by Mudarris in improving the ability to speak Arabic, especially in speaking using the Reading Aloud and Drill method in the learning process. This is the main attraction for writers to conduct research because of the many facts that occur in the field of reading aloud method only to improve reading skills. Therefore, the author wants to make that this can be a reference in teaching in particular and the world of education in general. This research is a field research, which means the research process is carried out in the scope of tamhidi female student Ma'had Abu Bakar Ash-Shidiq. This research is descriptive qualitative, with the method of collecting data through observation, interviews, and documentation. Then do data analysis, so that the data can be deduced and described according to what they are. The results of this study are first, the use of the Reading Aloud and Drill method is an effective method of improving speaking skills for tamhidi students. The process of using this method is to read aloud and keep repeating. Second, the factors that influence the increase in ability consist of two, namely; internal and external factors. Both of these factors are mostly found in the campus environment, peers and existing activities.

**Keywords:** Speaking Skills, Arabic, Learning Methods

## 1. INTRODUCTION

Reading Aloud and Drill are one of the learning method which is often applied in teaching. Both are applied method in Arabic teaching for *Tamhidi* students of Abu Bakar Ash-Shidiq Institution, University Muhammadiyah Surakarta. Not all lecturers use these method, because use of these method just for first level education. The different levels of education program, caused different methods. Actually, those methods are not applied for tamhidi students but applied until second level education. The aim of applying these method for tamhidi student to understand, to inure, to smooth and to tell the words and sentences that are difficult for beginners so that the intensity of the application of this method is more often taught to female students tamhidi. On other side, more tamhidi students come from non boarding school and do not have basic in Arabic, and then this case help much them for keep in memorizing and repeating so they easily do not forget. The subject for tamhidi students which applied those methods

are Ta'bir (Capability for speaking), Qiro'ah (Reading), Tadribat (Exercise), Tsaqofah (hadiths)

This kind of learning method in large numbers, moreover in teaching foreign language more method which applied Muhadatsah method, Muthola'ah method (Reading), Imla method (Dictation), Insya method (Arrange), Peer Group Discussion method, Reading Aloud method, Repeatition method etc.

Reading Aloud is one of the important activity to build a knowledge and skills in speaking. Reading Aloud is indispensable for all student because it help out on memorizing process continuously in coversation and identify new words and add vocabulary to the existing context. On other side, Reading Aloud is one of groovy activity and opportunity for divisible. Reading Aloud also give contribution as one of valid and fast technique for seeing students progress especially special skills, giving a training communication skill and faciliating media for teacher to improve students and competence especially for the shy one.

Drill is one of method in active learning with the word repeating technique to obtain a deep understanding that established by training through giving assignment or quiz. The training and repetition can help process memorizing. Repetition not is conducted with the question or same information, but in the form of fariatife information until students do not feel boring.

Speaking ability is competence in saying articulation sounds or pronouncing words to express the idea or concept. The speak goal is communication, In order to convey effective information, speaker must understand with what is delivered until listener is easy to accept information. To be a good and effective in speaking of course involve delivered language, because other competences composing words and sentences, language beautification as other there are proponent factor. Language ability is one of the most complicated ability to use , as for what is meant to give expression for idea and feeling with correct structured words and sentences, with grammar contemplation, sound, grammatical and the other ability system such as listening, reading and writing. There are several factors in improving language ability that support ability language like common language used should be neatly arranged, valour and calm.

The Conversation is one of a gift from God given to every people, because with dialogue human can express them self clearly pass through the words. With the help of one's speaking ability help much to find the precise way in accomplishing all sorts of life problem. The key of self confidence in what extent someone can convey what the idea regarly and clearly until easy to understand with the other, because this matter can be mediator of communication between one and the other. But, otherwise if someone can't give expression to feel or think the matter tends to be harder for adaptation with the other, because of limitations in speaking or communications. And then, the important language ability must improve in order to result the quality of effective speak and clearly. Effective in this case is how can someone speak with the step in such a way until resulting impact. Not everyone is awarded speaking in an effective way, but this ability can continue to be honed by systematic training.

In order to achieve generation and graduate that can speak Arabic fluently and correctly, Abu Bakar Ash-Shidiq Institution University Muhammadiyah Surakarta is one of the institution for Arabic language and tahfidz that facilitate and teach various of learning methods for all levels such as Tamhidi (Beginner), Mustawa Awal (first level), Mustawa Tsani (second level), Mustawa Tsalis (third level), and Mustawa robi' (fourth level). Each level varies in language ability. As for tamhidi is the basic, where in this level almost all of the student has no basic in Arabic which makes this level different from the others in learning and coaching aspects.

In this case all of lecturer prepare various learning methods which is certainly to support their ability especially in Arabic language. Many of the lecturers for tamhidi class use the reading aloud and repetition methods. The aim from using these methods is to accustom tamhidi students in getting used to listening and repating sentences in Arabic language . There are six subjects taught in tamhidi class for using Arabic language and the other one using Indonesian language which are Ta'bir (Conversation), Tadrib (Training), Qiro'ah (Reading), Tasqofah (Hadits) and Kemuhammadiyah .



## **2. METHOD**

This research is a field research, which is a research by examining everything in the field based on the data and information from real life and the actual situation. This field research is essentially one of the methods that is useful for solving problems that exist in the midst of society. As for this study, the data and information were obtained from the Institute of Arabic Language Education and Islamic Studies Ma'had Abu Bakar Ash-Shidiq.

The approach used in this study is a qualitative approach with design research namely classroom action research (PTK), which is a research that is intended to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of individuals or groups. Some descriptions are used to find the principles and explanations that lead to conclusions. The main purpose of the study described by the author is to describe the phenomenon that occurred in Ma'had Abu Bakar Ash-Shidiq about the efforts to improve the ability to speak Arabic of female students in the the academic year of 2017/2018.

This research was conducted in Ma'had Abu Bakar Ash-Shiddiq located on Campus 1 of Muhammadiyah University Surakarta (UMS), Jl. A. Yani, Pabelan, Kartasura, Central Java. The subjects of the research were Lecturers of Tamhidi Class Students, Director Ma'had Abu Bakar Ash-Shidiq, Language Experts of Ma'had Abu Bakar and Tamhidi Student of Ma'had Abu Bakar.

To be able to obtain data relevant to the issues discussed, the authors use several methods. There are three methods of data collection for this study, which are: observation, interviews, documents and tests.

## **3. FINDINGS AND DISCUSSION**

In improving the ability to speak Arabic in learning Arabic, the teaching staff at Ma'had Abu Bakar in the Tamhidi class had special methods used in the teaching and learning process, such as the Reading Aloud and Drill Methods. In this discussion, the author will discuss the two methods from the results of interviews, documentation, observation, etc.

In the implementation process that took place in the field, the beginning of entering the lecturer class read the attendance and gave a review of the previous

week's lesson. After that, the lecturer gave *Muqoddimah* or a description of the new material to be conveyed. The implementation of the Reading Aloud method is often done, considering the tamhidi class is a student who has no basic Arabic. The lecturer read the material in Arabic loudly and gave meaning to it in Indonesian with the students, then the lecturer asked the student to re-read the material that had been delivered. During the learning process the lecturer always uses Arabic and this always makes students improve their language skills especially speaking in Arabic. After that, the author will explain the explanation relating to the Reading Aloud method.

At first, the lecturer entered the class by giving greetings and asking how the students were. Then after that, reviewing the material that was discussed the previous week to reinforce the children's minds. After reviewing, then the lecturer gives an overview of the new material and asked the students to listen and imitate what has been taught by the lecturer.

At the beginning of the material the lecturer will read the material out loud then continue to give the meaning to the word or sentence. After everything goes according to the learning plan, the lecturer asks students to go forward one by one or be appointed alternately to find out the level of understanding of students from the material that has been taught. Measurement of the level of understanding is seen when students can speak fluently without looking at the existing text and can respond to the other person using Arabic.

The teacher enters the class and reads the attendance of the female students. Then, the lecturer gives students time to study the previous weeks lesson and leave them be for about 5 minutes. After that, the lecturer began to review the material and then began to connect with new material. Before moving on longer into new material, the lecturer appoints one student to answer questions from the material on the previous week.

In a brief explanation of the material last week, the lecturer also gave examples or other ways to sharpen students' memories. After that, the student is asked to do the exercises which later every student is asked to answer the question. In this exercise the researchers found that 1-2 students experienced

difficulties because they were still confused with the material being taught. Then after that as usual the lecturer appoints one student to answer the questions. Then each student is asked to form a group from which each group will discuss and answer questions.

In this matter, reaeacher do the interview to 2 subject they are: Student and Lecturer. This is the result of interview :

Interview With Student : The first interview also almost stated that the application of these two methods was very good, making students feel a positive impact on themselves during the teaching and learning process, as researchers have done regarding interviews with resource persons as follows :

“for me, i have been learning since childhood until now, the learning that I really affects me is here, so I'm very comfortable with this method. From elementary school to vocational school, I didn't know the feeling of learning unless I'm here. So we are really taken care of, we are richly guided”

The third interview also explained that the method applied was the main influencer in the understanding and effectiveness during the learning process. The results of the research interview with the speakers are as follows:

” in my opinion, it is more comfortable, miss, because it emphasizes more on the meaning and understanding. It's better like that, because at first we listen, while looking at the book right after that, the lecturer is explains, after that God willing we understand with that method”

The fifth interview is the difference between the application of the Reading Aloud and Drill method with the learning method elsewhere. The results of the interviews between researchers and resource persons are as follows:

“this method is very satisfactory and comfortable to use, because I used to study Arabic but it was just in theory and finally it was not clear how much it was about learning. But if it's really good and clear here. If it's not good, when we get a back seat, but the rest is good, and we understand.”

Interview with Lecturer In the interview this time, the author immediately met several lecturers concerned with the Tamhidi class. From 5 lecturers the researchers only took 3 lecturers, because others were preparing for other

activities (umroh and teaching). In the first interview the informant explained that the Reading Aloud and Drill method was very suitable to be applied

"to me, I think the two methods are suitable, when applied in tamhidi mustawa, but that is according to us, it is not necessarily right for general students, they are more applicable in the form of tasks and experiments. Because we are learning language, so if it is not drilled or repeated it will not be possible. Indeed, we sometimes learn Arabic from Al-Quran where the language is already very high, while we here learn communicative language. So I really think these two methods are very suitable to be applied"

The second interview was also directly addressed to resource persons who was also a LIPIA Jakarta alumni. as for the results of the second interview are as follows:

"i rarely did reading aloud, the drill is more frequently, used, because reading aloud more thing and indeed it feels compelling. So if I teach, it is more of practice and repetition. The practice here is rich, we see with what is in the new book after that, the students are asked one by one to develop. Here too, almost 80-90% have begun to understand the courses given".

The third interview is between the writer and the tamhidi lecturer as well as the director of Ma'had Abu Bakar (Female). In this occasion the author talked directly about the two methods applied by the director of Ma'had Abu Bakar to his female tamhidi students, following the results of the interview:

"The method of reading aloud and drill is often used for female students because these two methods are indeed very suitable to train them to quickly understand, to have strong memory and easy to apply. Because it is the initial goal to make tamhidi kids flexible, but on the other hand reading aloud sometimes disturbs the surrounding class".

Factors affecting the speaking ability of Tamhidi students Internal Factors In supporting speaking skills, of course there are many factors that influence it, there are internal and external factors. Internal factors include :

Learning in the classroom, The process of Teaching and Learning Activities or commonly referred to as learning process is a major factor for female tamhidi

students in improving Arabic language skills. The learning process that emphasizes continuously to use Arabic in conversation is effective and is very good for the development of the language skills of Tamhidi students.

Habitual repetition of subjects. The Drill Method, which is one of the objects of this study, turned out to have a good impact for beginners to strengthen their memory. Apart from that, repeated repetition can add to the improvement of Arabic language skills for female students both in terms of speaking, understanding, responsiveness and other aspects related to Arabic.

Environment, The environment is always one of the factors in improving any ability. Because the environment is the first place where someone lives, gather and chat. Therefore, it is not surprising that in all fields of the environment can be one of the supporting factors. The students ability to speak that are always developing consistently cannot be separated from a very supportive environment. Friends and lecturers who always encourage to continue speaking Arabic.

Application of punishment by the person in charge, The word "Punishment" is something very frightening in the ears of those who hear it. All of the students at Ma'had Abu Bakar were very afraid of the punishment that was inflicted if they were found not using Arabic in the campus environment. Therefore, this is what triggers all tamhidi students to continue to use Arabic in any circumstances and anywhere.

Eksternal factors, Besides internal factors, external factors also have a supporting role for female students, these factors include:

Arabic Cartoon Film Watching is a very pleasant thing. There are so many teachers or lecturers who use the method of watching movies to eliminate saturated and bored for students in learning and restore their enthusiasm and desire to learn. In addition, Tamhidi female students also used the opportunity to watch films to improve the ability to speak Arabic through the addition of vocabularies obtained from the film.

Reading of Holy Qur'an, Al-Qur'an is the word of God, which is written in full Arabic. The book in which there is no doubt. The Qur'an, which have many features, is one of the most abundant sources of knowledge especially for tamhidi

Ma'had Abu Bakar female students. They use the Qur'an as a reference in learning Arabic and improving language skills.

Discussion also turns out to be one of the most influential aspects in improving speaking skills, because in addition to being required to think systematically, discussions it also trains participants to be skilled in speaking, so discussion could be said to be one of the factors that play an important role in improving speaking skills.

Cooperation and cohesiveness of one-roof friends From a number of external factors presented, researchers found a unique factor among others, usually the creative students who live under one roof conversation every day from morning to evening. They give a schedule every day to the task to write one sentence on the white board every day. This is what finally became the enthusiasm for student in the boarding house to continue using Arabic

#### **4. CONCLUSION**

Based on the data that have been obtained from the results of interviews, observation, documentation, scale and test described in chapter III and analyzed in chapter IV on the Reading Aloud and Drill method in improving the ability to speak Arabic for Tamhidi students (Ma'had Case Study Abu Bakar Ash-Shidiq 2016/2017 Academic Year), conclusions can be drawn as follows:

The Reading Aloud Method and Drill Learning Process in the Tamhidi Class, The learning process consists of 3 stages, namely: This first stage includes the preparation of the learning process and then continues to enter the class giving greetings, asking for news, reading absences, reviewing last week's lessons and providing motivation / description of the lessons to be given, In this second stage, the lecturer has begun to do the teaching by applying two Reading Aloud and Drill methods. The application of these two methods begins with the lecturer reciting the material repeatedly and then the student follows it. After reading the material, the teacher asks the student to give meaning in each sentence, then read it again and again to strengthen the student's thoughts and understanding.

The last step is evaluating which in this case after repeated reading in a loud manner the lecturer asks students to practice speaking in front of the class

with their friends without using text. From here the lecturer can measure the ability to speak Arabic in female students.

Based on the results of the research and conclusions that have been presented, the author gives several suggestions including: To the lecturer of the Tamhidi class to maintain the method applied to Tamhidi students, because many of the students feel comfortable with applying the two methods. However, it is expected that all teaching staff to deliver KD, Indicators, learning objectives before starting the Learning Process and never get tired when teaching also find that some of the Tamhidi students have not understood well, To all tamhidi students, to continue to learn and practice the material given by the lecturer. Repetition of the material carried out continuously is one of the supports to continue to achieve the main goal of increasing the ability to speak Arabic properly and correctly can also be a good responsive to the interlocutor.

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